

## **The opinion of students of Arts and Science Colleges in Tamil Nadu regarding the sources of employability skills**

**M. Rajalakshmi**

*Assistant Professor of Commerce, Quaid-E- Millath Government College for Women (Autonomous),  
Chennai, Tamil Nadu, India*

**ABSTRACT:** *In this study the researcher has taken the opinion of the students of Arts and Science colleges in Tamil Nadu, influence of the stakeholders (sources) in imparting the employability skills by using the t-test and the students are clustered as different groups based on their attitude in utilizing the skills by applying factor analysis.*

**KEYWORDS:** *Employability skills, Sources of employability skills.*

### **I. INTRODUCTION:**

Skillfulness of the skill providers outweighs the obstacles- unless and otherwise a person is filled with a particular caliber, transfusing the same to others is of difficulty. The students acquire the employability skills through various ways, which are measured as the sources of employability skills. The students, the ultimate end users obtain it, imparted by various stakeholders of education. Hence their opinion regarding the awareness of employability skills (effectiveness) imparted by the stakeholders is studied.

**Research Methodology:** Sample Size: 534 Students (Boys and Girls) of the Arts and Science College students from various districts of Tamil Nadu are the respondents constitute the sample size. Convenient sampling Technique is adopted to collect the data from the respondents.

**Objective of the study:** To find out the influence of sources of employability skills in creating the awareness.

### **II. REVIEW OF LITERATURE:**

Decision making yardstick (2001) revealed out the findings that the family members' participation in the education of their children was twice as predictive of students' academic success. It is added that although most of the parents do not know to help their children in their education, they could help them by their guidance and support. The parents should more increasingly be involved in home learning activities and find their opportunities to teach, by which they become the models to guide their children. Further it is also stated that the schools must encourage children to practice reading at home with parents. By this the children make significant gains in reading achievement. Charles Desforges (2003) findings revealed that parental involvement in the form of 'at-home good parenting' has a significant positive effect on children's achievement and adjustment even after all other factors shaping attainment have been taken out of the equation. The most significant factor was 'home discussion'. Regardless of social class, the more parents and children conversed with each other in the home, the more the pupils achieved in school. Helen Bowman et al. (2004) bring forth their findings that motivation for further study involve a combination of intrinsic interest (in academic work and in aspects of a student lifestyle) and a hope that the course will lead to greater employability and a fulfilling job. It is also stated from the findings that the choice of course and institution are often strongly influenced by social factors, including established friendship groups, or family connections – especially the needs and interests of partners.

Vassilis Kostoglou (2007) in their study assessing the influence of the gender in the way of finding the job, it has been observed that men address to newspapers announcements significantly more than women (23.2% vs. 14.6%) for a position in the labour market. On the other hand, women prefer to seek for work through public channels (42.4% found their present position through examinations and 3.9% through the Manpower Employment Organization; the corresponding percentages of men being 32.2% and 1.6% only). It has also been noticed that the environment of family and friends has helped for this purpose more the men graduates (26.5%) than the women ones (20%). Raju M.V.R. et al. (2007), indicated that pre-adolescent students are more influenced by their parents as they form the main role models for them. It is only when they enter into adolescence that they would experience peer pressure and associated specific opinions and attitudes about themselves and their family.

Tisome T. Nugent (2009) has studied the positive teacher - student interactions' impact on students' motivation and consequently the students' performance. It is revealed from the study that significant relationship exists between teacher-students interaction and the student motivation. The teachers should be provided with appropriate resources and assistance to meet the needs of their students beyond academic instruction. Gaby Atfield et al. (2010) in their report, highlights the fact that although the skills students learn in their courses are important in making them employable, skills development can also occur outside the classroom. It is also found that the students believe they had all the skills employers were looking for than skills they had developed on their course made them more employable. Anne Campbell (2010) has found in his study that peers play the major role in influencing the development of student generic skills than any other aspect of higher education experience. Most of the generic skills are developed within the context of home country environment, where parents, adult role models and the values of the local community play a major role in influencing and shaping the generic skills and attributes valued in the context of socio-cultural aspect. Monica Keneley et al. (2011) study has revealed that the students perceive some deficiency while acquiring the generic skills. The differences in the perception of skill development between the international and local students are that the international students consider the academic environment as an important source for generic skill development. Therefore, the accounting educators must consider the curriculum development initiatives to maximize the opportunities for diverse cohorts to develop the skill required to compete in global graduate employment markets. Glenda Quintini (2011) revealed through her research that the way a job is found also affects the likelihood of mismatch. Family and friends do not seem to help in finding work that is well matched to one's skills and qualifications. Answering job ads or relying on employment and vocational guidance agencies also increases the likelihood of over-skilling compared to direct applications.

**Table 3.1 t-Test for Sources of Employability Skills**

Sources of acquiring knowledge about the employability skills	N	Mean	Std Deviation	Std. Error Mean	t-Test	Sig.
School Teachers	534	3.0506	.92661	.04010	1.261	.208
College Professors	534	3.5993	.99364	.04300	13.936	.000
Parents	534	4.0861	.75775	.03279	33.123	.000
Friends	534	3.7060	.88434	.03827	18.448	.000
Passed out students	534	3.5318	.96170	.04162	12.779	.000
Media	534	3.2097	.86901	.03761	5.577	.000
Students getting the idea about the employability skills through this questionnaire	534	2.9007	1.26857	.05490	-1.808	.071

The students are of the strong opinion that the awareness about the employability skills is given by their parents. (Mean value 4.0861). The students revealed their disagreement for the factor that this is the first time in their life they have come to know about the employability skills through questionnaire (Mean value 2.9007).

**Factor Analysis for Sources of Employability Skills:** The sources for acquiring the employability skills is ascertained from the students through seven variables in Likert's five-point scale which ranges from Strongly Agree to Strongly Disagree. The application of Factor Analysis, the Principal component method over these 7 variables yielded the following results.

**Table 3.1.2. KMO and Bartlett's Test for Sources of Employability Skills**

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.637
Bartlett's Test of Sphericity	Approx. Chi-Square	854.461
	df	21
	Sig.	.000

From the above table it is found that KMO measure of sampling adequacy 0.637, Bartlett's test of Sphericity with approximate Chi-Square value 854.461 are statistically significant at 5% level implies that the 7 variables of the sources of the employability skills are normally distributed and the factorization could be done appropriately.

**Table 3.1.3. Principal Component Analysis for Sources of Employability Skill**

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Extraction
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
Sources of acquiring employability skills							
School Teachers	2.423	34.620	34.620	2.346	33.508	33.508	.735
College Professors	1.439	20.555	55.175				.725
Parents	1.193	17.044	72.219				.657
Friends	.661	9.449	81.667	1.473	21.037	54.546	.816
Passed out students	.557	7.954	89.621	1.237	17.673	72.219	.657
Media	.406	5.801	95.422				.697
Students getting idea about employability skills for the first time of filling the questionnaire	.320	4.578	100.000				.767

Extraction Method: Principal Component Analysis. The seven variables are reduced in to 3 predominant factors with the cumulative variance 72.219% and these factors individually possess the variance 33.508%, 21.037% and 17.673% respectively. The variables grouping are shown in the following Rotated Component Matrix.

**Table 3.1.4. Rotated Component Matrixes for Sources of Employability Skills**

Sources of acquiring knowledge about employability skills	Component		
	Factor 1	Factor 2	Factor 3
School Teachers	.835		
Parents	.805		
College Professors	.802		
Not heard before, first time coming to know through questionnaire		.794	
Passed out students		.678	
Friends			.862
Media		.507	

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

A Rotation converged in 10 iterations.

The above table shows the appropriate loading of the variables in three factors. The first factor with three variables is named "Initiative of Institutions", accordingly the second factor grouped with three variables is given the name "Other Sources" and the third factor consisting a single variable is called "Off the campus-information".

**Table 3.1.5. Cluster Analysis for Sources of Employability Skills**

Sources of Employability Skills	Cluster		
	1	2	3
School Teachers	3.37	2.01	3.18
College Professors	3.80	2.21	4.40
Parents	4.22	3.60	4.19
Friends	3.79	3.61	3.55
Passed out students	3.35	3.00	4.60
Media	3.07	2.61	4.22
Students getting the idea about the employability skills during the first time of filling the questionnaire	2.19	3.62	4.25

Table 3.1.6. Number of Cases in each Cluster for Sources of Employability Skills

Cluster	1	317.000	59%
	2	109.000	21%
	3	108.000	20%
Valid		534.000	100%

The percentage analysis revealed that the sample unit consists of 59% of Beneficiaries, 21% of Adventurous students and 20% of Visionaries. The students who are of the opinion that they have come to know the employability skills through the Teachers, Professors, Friends, passed out students and Media are “Beneficiaries”. The majority of the students who have not heard about the employability skills through formal sources - Teachers, Professors and Media, are the “Adventurous students” as they have taken effort in knowing the skills through informal ways. Student group which expressed their strong acceptance that they have heard the employability skills through the Professors, passed out students and Media can be named “Visionaries”.

Table 3.1.7. Frequency of being informed about employability skills through various sources

Frequency of being informed about employability skills					
Sources of Employability skills	Several times	Some Times	Rarely	Not at all informed	Total
Teachers	4.1	8.6	79.8	7.5	100.0
Professors	4.1	4.1	57.7	34.1	100.0
Parents	4.1	3.9	37.3	54.7	100.0
Friends	17.0	45.5	37.5	-	100.0
Seniors	8.6	21.5	41.4	28.5	100.0
Media	16.7	30.3	33.0	20.0	100.0

The above tables give statistics of the percentage of students who were informed several times by their Teachers (4.1%), Professors (4.1%), Parents (4.1%), Friends (17.0%), Seniors (8.6%) and Media (16.7%) of their respective total. The percentage of students informed sometimes through their Teachers (8.6%), Professors (4.1%), Parents (3.9%), Friends (45.5%), Seniors (21.5%) and Media (30.3%). The percentage of students who were rarely informed by the Teachers (79.8%), Professors (57.7%), Parents (37.3%), Friends (37.5%), Seniors (41.4%) and the Media (33%). The percentage of students who were not at all informed by the sources - Teachers (7.5%), Professors (34.1%), Parents (54.7%), Seniors (28.5%) and Media (20%).

### III. CONCLUSION:

The study reveals the opinion of the students that both the school and college teachers rarely made them aware about the skills to be put on. The students are of the strong opinion that their parents play a significant role in informing about the employability skills and they opine that media create awareness most of the times about the employability skills. The students also express their disagreement that they are already aware about the employability skills. As the students are aware of the necessity of the skills, the teachers need to take more efforts in educating the students about the skills they need to possess. The adventurous students who take efforts in adorning themselves with the skills can be used to disseminate the information through peer group influence.

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